

MATH PLANNING

2012-2013

1ST UNIT OF STUDY

Unit Number and Title: Unit 5 Landmarks and Large Numbers

Grade Level: 4th Grade

KCAS Addressed: 4.OA.3, 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4

Tools: place value chart, base ten manipulatives

Vocabulary: Whole numbers, comparison, equal, symbol, unknown, additive comparison, unknown quantity, reasonableness, mental computation, estimation strategies, rounding, addition, subtraction, base-ten numerals, number names, expanded form, digits, place value, symbols: greater than >, equal =, and less than <

[Link to Learning Target Sheet](#)

[Link to Student Self-Assessment Sheet](#)

KCAS	Learning Targets	Resources /Lessons	Formative Assessments
Investigations Unit 5 Landmarks and Large Numbers			
4.OA.3 ★	(1) I can solve one-step word problems with whole numbers using addition and subtraction. (2) I can represent word problems with an equation using a letter for an unknown. (3) I can check the reasonableness of an answer using mental math and estimation strategies including rounding.	<u>Investigation 1</u> Sessions: 1.4-15 <u>Investigation 2</u> Sessions: 2.1-2.4 <u>Investigation 3</u> Session: 3.4 <u>Investigation 4</u> Sessions 4.1-4.7	(1) S1.4 SABp12 (1) S1.5 SABp13 (2) S4.1 SABp51-52 * When students are solving word problems, they should write equations using a letter for an unknown quantity.
4.NBT.1 ★	(1) I can explain how the value of a digit in a multi-digit whole number relates to the value of the digit to its right.	<u>Investigation 1</u> Session: 1.1, 1.3 <u>Investigation 3</u> Sessions: 3.1-3.2, 3.6A	Journal Prompt: Place Value Agree or Disagree <u>Coach Crosswalk:</u> p. 18, # 3,6 p. 19, (CR*) #9B p. 317, #21
4.NBT.2 ★	(1) I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.	<u>Investigation 1</u> Sessions: 1.1-1.5 <u>Investigation 2</u> Sessions: 2.1, 2.5-2.6	(1) S1.1 p31, Ongoing Assessment Questions (1) S.4.3 p.147, 2D (2) Comparing Numbers

MATH PLANNING

2012-2013

1ST UNIT OF STUDY

	<p>(2) I can compare two multi-digit whole numbers based on the value of the digits in each place.</p> <p>(3) I can use $>$, $=$, and $<$ symbols to record my comparisons of two multi-digit whole numbers.</p>	<p><u>Investigation 3</u> Sessions: 3.1-3.6A</p> <p><u>Investigation 4</u> 4.1-4.6</p>	<p>2) Ordering Numbers From Least to Greatest</p> <p>(3) Comparing with Symbols (3) Number Comparisons</p> <p><u>Coach Crosswalk:</u> p. 18, #2 p. 19, #7,8 p. 24, #1,2 p. 25, #7 p.25, (CR*) #8 A & B p. 314, #1</p>
4.NBT.3 ★	(1) I can use what I know about place value to round multi-digit whole numbers to any place.	<p><u>Investigation 1</u> Session: 1.5A</p> <p><u>Investigation 3</u> Session: 3.6A</p> <p>Rounding to the Nearest Ten</p> <p>Rounding to the Nearest Hundred</p>	<p>S1.5A SABp13A</p> <p>S.3.6A SABp51B</p> <p>Rounding Integer Numbers 1</p> <p>Rounding Integer Numbers 2</p> <p>Math Journal Prompt</p> <p><u>Coach Crosswalk:</u> p.108, # 1,8 p. 109, (CR*) 9 A & B p. 129, # 5,6 p. 321, # 46</p>
4.NBT.4 ★	(1) I can fluently add multi-digit whole numbers using the standard algorithm.	<p><u>Investigation 1</u> Sessions: 1.1-1.4, 1.5-1.6</p> <p><u>Investigation 2</u> Sessions: 2.1-2.6</p> <p><u>Investigation 3</u> Sessions: 3.1-3.5</p> <p><u>Investigation 4</u> Sessions: 4.1-4.3,</p>	<p>S2.2 SABp22</p> <p>Adding and Subtracting 1</p> <p>Adding and Subtracting 2</p> <p><u>Coach Crosswalk:</u> p. 95, # 1, 2, 4, 5 p. 102, # 1, 2, 4, 5</p>

MATH PLANNING

2012-2013

1ST UNIT OF STUDY

		4.4A, 4.4-4.7	
--	--	---------------	--

Mathematical Practices: *Provide evidence of how students will be engaged in each of the mathematical practices.*

Problem Solve and Persevere	Attend to Precision	Provide Viable Argument

Assessments: *Identify the assessments given throughout the unit. Circle (F) for Formative assessments and (S) for summative assessments.*

Assessment Title: FⓈ End of Unit Assessment	Standard(s) Addressed: 4.OA.3, 4.NBT.4	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:

10 Minute Math	<u>Number Talks</u>
-----------------------	----------------------------

MATH PLANNING

2012-2013

1ST UNIT OF STUDY

--	--

Interventions			
Concept	Activities from AAS Intervention Binder	MI2 Differentiation Guides	Extension Projects

Teacher Reflection	
What lessons do I need to revise?	
Are there any other resources I need for this unit?	
What were some concepts students struggled with?	
What are some concepts students excelled in?	